

Daisy Chain Nursery

Inspection report for early years provision

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Inspector Michelle Ann Parham

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Daisy Chain Nursery registered in 2006. It is a privately owned group which operates from a house in Emsworth in Hampshire. The accommodation includes three rooms, toilet and kitchen facilities on the ground floor and three rooms on the first floor. Children also have access to a fully secure outdoor play area. Children attend from the local community and surrounding areas, and the nursery is registered to provide care for 34 children in the early years age range. The ground floor is accessible and the baby unit is situated on the first floor; there are no lift facilities. There are currently 70 children on roll in the early years age group. This provision is registered by Ofsted on the compulsory part of the Childcare Register. There are systems in place to support children who have special educational needs and/or disabilities and those who have English as an additional language. The nursery operates Monday to Friday 08:00 to 18:00 for 51 weeks of the year. There are 12 practitioners working directly with children, of which 10 have appropriate early years qualifications and two members of staff are currently working towards a qualification. The nursery receives support from the local authority and Children's Links.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making very good progress towards the early learning goals in all six areas. Management and practitioners ensure all welfare requirements are successfully met to promote a quality service for children and families. They are highly committed to continuous improvement through professional development, regular evaluation of practice and working extremely well as a team. Consequently the setting is continuously evolving with staff having excellent perception of what is being done well and areas for further development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve hygiene routines at snack time by introducing plates, for example, for children's use which would reduce the possibility of cross contamination.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as robust recruitment and vetting procedures are effectively implemented and management are currently in the process of introducing additional systems to monitor ongoing suitability. Documentation is used to record incidents and existing injuries with practitioners clear of the procedure to record and report concerns to ensure the welfare of children.

Comprehensive risk assessment is completed to ensure the premises and areas used by the children are safe and secure. Access to the setting is closely monitored with systems in place for other adults who may be collecting children. Excellent deployment of staff, using additional cover for break periods and very good organisation of equipment and resources contributes to children being well supervised, safe and supported as they freely enjoy their play. Fire evacuation is practised regularly which ensures all leave the setting swiftly and efficiently in the event of an emergency. All records are maintained for the safe and efficient management of the setting and to ensure individual needs are successfully identified and met.

Practitioners recognise that children are unique and individual and ensure that all can participate at their own level, for example, by providing equipment that is appropriate for use such as scissors for varying abilities. Resources portray positive images of all members of society and children learn about the wider world and differences and similarities through worthwhile topics; including celebrations such as Chinese New Year and Divali. The nursery has established links with other professionals to ensure children with any special educational needs and/or disabilities are appropriately supported. Individual Educational Plans are used to effectively support children's learning, where required, with systems in place to support children with English as an additional language; ensuring they are fully included in the life of the setting. Practitioners work closely with parents to ensure they are fully informed of children's individual requirements, collecting important information about starting points to support children and provide sufficient challenge. Information is shared on a daily basis through various means such as a daily diary, eating chart, notice board, newsletter and general discussion. Parents are welcome for their input into their child's ongoing progress and benefit from meetings every six months to share achievements and future learning objectives. Highly successful systems such as 'All about me' forms and home visits contribute to close working relationships and ensure children settle well into the nursery. Excellent links are in place with other key persons to support children's learning, sharing key objectives which has a positive impact on progress children make. The nursery links closely also with feeder schools and places strong emphasis on children developing key skills to ensure their transition through the setting and into school is with confidence and ease.

Management provide excellent direction, they communicate high expectations and are rewarded with enthusiastic and motivated staff that have a shared vision for the setting and commitment to providing a high quality service. Practitioners work well together; including planning the curriculum and routinely evaluating the setting and work practice for continuous development such as introducing new formats to record children's achievements. Systems are evaluated to ensure success or improvement if required and action plans contribute to the nursery continually evolving. Practitioners spend their time purposefully engaged with the children which has a positive impact on building warm and trusting relationships and progress and learning. They provide a very good range of play resources and activities, making excellent use of outdoor space as they promote free flow and continuous learning. Children also benefit from the settings commitment to sustaining the environment as they learn about the importance of recycling; using waste materials for junk modelling, for example or as they grow their own

vegetables and use recycled water from the water butt to care for plants and flowers.

Comprehensive and robust self-evaluation contributes to management and the staff team having excellent awareness of strengths and making realistic plans for development. All previous recommendations have been addressed to an exemplary standard which has a positive impact on outcomes for children. Practitioners have attended a varied selection of training since the last inspection and are committed to furthering professional development; welcoming the inspection process and the new Early Years Foundation Stage framework.

The quality and standards of the early years provision and outcomes for children

Children are making very good progress as practitioners complete systematic observations and continuously identify next steps so that they build on what they know and can do. They take account of children's interests which has a positive impact on how they learn. The nursery is very well organised for children to make lots of choices and access resources independently; including a wonderful outdoor environment which is exceptionally well planned to be exciting and industrious for children. For example, they enjoy planting fruits and vegetables such as parsnips, potatoes, tomatoes and blackberries which they learn to care for and then eat. These activities help children learn about foods that are good for the body and understand concepts of change and how things grow. Children enjoy the varied selection of outdoor equipment which promotes learning in all areas and has a positive impact on physical fitness and good health. They make excellent use of the all weather surface and have fun exciting activities such as going on a bear hunt or rolling balls in the tube/tunnel hill for example. Practitioners help children learn why exercise is good for the body and adopt good habits for being healthy as they know why it is important to clean hands thoroughly to get rid of germs. Healthy eating is highly promoted with children enjoying wonderful home cooked main meals and healthy snacks. Unfortunately, however, children do not currently have individual plates to use at snack time and often put their food on the table top which does not prevent cross contamination.

Practitioners work closely with the children engaging in conversations and encouraging them to develop responsibility and independence as they do things for themselves such as putting on boots and coats for outside play or visiting the toileting area on their own. Excellent labelling with text and picture prompts help children of all abilities identify resources available and that print has meaning. There are also numerous opportunities for children to identify letters and recognise their own name as they hang their coats up, for example, self register for snack time, or find their place mat or personal drawer. A quiet established area is available for reading with a good selection of books and comfortable cushions. Young babies enjoy close cuddles with staff as they enjoy looking at picture books together; with lovely resources such as soft toys and puppets used to engage children, developing confidence and verbal communication skills. Children evidently feel safe and secure at the nursery as they are active participants, choosing own resources and moving around the setting with confidence as they engage with

peers. New children are supported and reassured by key persons to enable them to feel settled and build secure relationships. Children have worthwhile topics to learn how to keep safe such as 'People who help us' and the fire officers visiting; also making good use of the play roadway in the rear garden to learn road safety and by practising fire evacuation regularly. Nursery values promote good behaviour, sharing and kindness, they are displayed prominently and discussed regularly which helps children understand what is acceptable and to resolve conflict. Practitioners use lots of praise and encouragement with children and discussion to help them understand the effect behaviour has on others, developing confidence and self esteem. Children are encouraged to be helpful and kind and be a positive member of the nursery. They show care and consideration for others as they find toys for a friend, for example and thrive on special tasks such as helping to clean and set the tables for lunch. Children thoroughly enjoy their time at the setting and the well balanced curriculum ensures they achieve in all areas. Mathematical concepts occur naturally in play and routines such as counting how many are present at registration or in favourite number songs and rhymes such as 'Five Fat Sausages'. Resources promote understanding of shape, colour, measurements and volume with children having lots of opportunities to problem solve such as shape sorters for the babies and stacking puzzles and rings or putting transport tracks together for older children. There is a wealth of pretend and small world play resources which promote imagination and imitation of home life and children happily express their creativity as they sing songs as they work with dough, for example, evidencing how they are happy as they play. Art work is displayed prominently, showing how children's work is valued thus having a positive impact on self esteem and children feeling important. The curriculum is rich; promoting communication, literacy and numeracy. Children also have ample opportunities to develop understanding of technology using resources such as the computer, mouse and keyboard, remote control Daisy Duck and VTech laptop. As a result children are developing important skills for their future economic well-being. Overall the nursery promotes a wonderful child orientated environment where children are fully supported, happy and industrious.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met